

Reviews

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December, 1954

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SCHOOL LIBRARIES

*The Official Publication
of the American Association
of School Librarians, A Division of the
American Library Association.*

Volume 4

Number 2

Midwinter Meeting

The 1955 Midwinter conference of the American Library Association will be held at the Edgewater Beach Hotel in Chicago, January 30 to February 5. This is the business meeting of the year, when work is planned and programs set in motion. It is therefore highly important that all ALA Councilors, members of the Board of Directors, and committee members attend this conference.

Schedules and meeting places for the various AASL groups have not yet been worked out, but full information will be sent from the Headquarters office well in advance of the conference, so that you can make your travel plans. As in the past, as many meetings as possible will be planned for the later days of the conference week.

The work of the American Association of School Librarians is dependent upon its committees. Please make every effort to attend the Midwinter conference.

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*The Official Publication of the American Association of
School Librarians*

A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

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Our Executive Secretary



MISS MARY HELEN MAHAR

Miss Mary Helen Mahar, of Brooklyn, New York, arrived at ALA Headquarters on November 29 to assume the position of Executive Secretary to the American Association of School Librarians.

She brings with her to this appointment a wide and varied experience in education and librarianship, which includes both public and school library service and the teaching of library science at St. John's University, Brooklyn, State Teachers College, Geneseo, New York, and Columbia University. She comes directly from the Garden City High School, where she has been serving as school librarian.

Miss Mahar spent 1951 and '52 in England studying the British library services to children and young people on a Fulbright fellowship, and at present is ALA observer to the United Nations. Past offices include that of Council representative, School Libraries Section, New York Library Association; vice-president NYLA, 1949-50; president, NYLA, 1950-51; chairman, Committee on Appointment of Foreign Librarians, NYLA, 1952. She holds membership in the American Library Association (AASL), the New York Library Association, New York State Teachers' Association, and the Nassau County School Librarians' Association.

FOR A GREATER ORGANIZATION

The American Association of School Librarians has a strong and exciting program which is important to every school librarian in the country, and to all the friends of school libraries. It is an ever expanding program dedicated to and concerned with the enrichment and advancement of education on all levels, from the kindergarten through college. It is vital to the life of the Association that this program continue to grow.

To accomplish this, we must have more and more members, people who can and will work actively to carry our activities into every corner of the nation and into every educational arena. Our membership must grow in proportion to our increased scope

and influence.

Will every member of AASL therefore constitute herself or himself a committee of one to bring in one new member or reclaim a lost member, by the time of the 1955 Mid-winter Conference? A doubled membership will double our ability to do the things for school libraries and for school librarians which constitute our avowed purpose as an organization.

Promotional material is available from the Headquarters office. Write for the amount which you can use effectively. Also write to the Headquarters office any ideas for membership promotion which you think can stimulate membership growth. **WRITE TODAY.**

DDC 16th EDITION IN TERMS OF SCHOOL AND CHILDREN'S LIBRARY NEEDS*

by DAVID JUDSON HAYKIN

Editor, Dewey Decimal Classification

Except for a conviction that the Dewey Decimal Classification ought to serve the needs of library-using children both in and out of school, some acquaintance with the literature of school librarianship, and some experience as a father in coping with his children's book needs, I claim no qualifications for describing or enumerating the features which a classification should possess in order to help accomplish the purpose of a school or children's library. Nevertheless, I venture to do what I am not fully qualified to do because I believe that it would help us solve our common problem, yours as school and children's librarians and mine as the editor of the DDC, if we set down even those basic facts which are, or ought to be, axiomatic.

To begin with, there is the fact that the intellectual range of the school and children's library collections is not as inclusive as that of the library for adults, even if we include junior and senior high school libraries in our consideration. Some rather important subjects are outside the school curriculum and outside the scope of children's and young people's literature. This applies to every major subject field, as would not be difficult to illustrate: Metaphysics, Eschatology, Adult education, Paleography, Theory of probabilities, Astrophysics, Surgery, Gerontology, Brewing, Ladino literature, Historical method. Presumably, then, no provisions need be made for them in a system of classification for a school or children's library.

Another particular and obvious

fact is that the language of the student is different from that of the adult and in some instances far removed from that of the scholar. "The poor" or "poor people" is likely to be used rather than "poverty" or "pauperism," "stamp collecting" rather than "philately," "spelling" rather than "orthography," "American history" rather, or more often, than "United States history." The implication is that the headings in a classification schedule ought, for the sake of the school and children's librarians, and the index, for the sake perhaps also of the student, to be in the language of the school and of children's books, rather than in the language of the adult and of the scholar.

A third and equally important fact related to both the others is that in a school library the content of the library and the language of the catalog is conditioned by the curriculum, that is, the books are selected with reference to rounding out the subject knowledge which the student derives from the classroom and the textbook, and only in a relatively small degree to satisfy his urge to read. This is the fundamental justification, if any, for abridging the classification to the needs of the school library and altering the language of the headings and index entries of the classification.

Finally, we must keep in mind that the school library, and sometimes the children's library as well, is a one-man library—I suppose a one-woman library is the more precise term to use—and that the one librarian must purchase books, solicit gifts of books, catalog and classify them, mark them and label them, perform all the duties of a reference librarian, loan librarian, reader's adviser, etc.

*Paper, read before the AASL at ALA Conference in Minneapolis, June 25, 1954.

In these terms, we can conceive of a classification as being suitable to the needs of a school, or children's, library¹ if it possesses the following characteristics:

1. It is abridged to the point of including only such subjects and topics within those subjects, which are normally covered by books—books rather than parts of books or articles in magazines in the school library collection
2. It uses headings, or rubrics, in the schedules, and entries in the index, which are part of the vocabulary of the school library clientele, omitting abstruse, technical language, and substituting for it the corresponding terms from the vocabulary of the student
3. It makes such adjustments in the schedules as will put into juxtaposition the topics which in the school experience of the student or in the school curriculum normally stand side-by-side.

A classification which conforms to these criteria would presumably be easy to apply by the overworked school librarian (who may not be an expert or particularly gifted classifier in any case), easy for the student to understand the logic of, and to use the index to, and would satisfy the needs of school libraries everywhere.

One can readily admit the limitations and special character of the school library, hence, the special needs of the school library by way of a classification. There is, nevertheless, need to consider certain factors in the character and use of a classification, some of which are, indeed, not always forgotten by school librarians, as is clearly shown by the literature of school librarianship.

We must always bear in mind that one of the aims of the school library, according to Lucile F. Fargo² is "to encourage lifelong education through the use of library resources." Adult education begins in the school library, Miss Fargo states. This means that the student's use of the school library must, perhaps in the first instance,

provide him with the information he needs in connection with his studies, and with the reading which will help prepare him in the broadest sense for citizenship in the school and home, community, and those of city, state, and the world. Beyond that, however, he must acquire the habit of seeking recreation and information from books and other library materials, so that when he leaves grade and high school he will make effective use of libraries in vocational and college training and as a citizen. The import of this aim for school library classification is that the knowledge of the classification and the skill in using it which he acquires in the school library must prepare him to use vocation school, college and university, and, above all, public libraries. As I see it, to learn one system of classification in the school library and to have to unlearn it, or to be confused by the differences between the school and the college and public library, is not what one should expect of a student.

There is another factor in the problem of school library classification: the capacity of the one librarian to cope with the difficulties of classification. This factor has two aspects. Until recent years libraries were frequently manned by teacher-librarians who were not given the opportunity, even if they were required, to acquire an adequate knowledge of librarianship. Teacher-librarians without that knowledge could not, obviously, cope with anything but the simplest in classification. Perhaps, that is the reason for the clamor to reduce classification to the very simplest terms. However, this situation no longer exists. More and more well-qualified—often exceptionally well-qualified—librarians are entering the school library field, probably both because of the challenge for stimulating service that it holds and the attraction of doing all-round library work in good

¹I shall henceforth use school library to cover the requirements also of the children's library where this can properly be done.

²Fargo, L. F. *The Library in the School*. A.L.A., 1947, p.24.

surroundings at increasingly adequate remuneration. The other aspect is the fact that more and more of the books in the school library are provided with ready-made class numbers through the catalog cards of the Library of Congress and the H. W. Wilson Company, several of the Wilson bibliographic aids, the A.L.A. *Booklist*, etc. The help derived from these sources is obviously diminished in inverse ratio to diversity in classification.

The third factor in the school library classification problem I hesitate to present. The altruistic motive behind the Dewey Decimal Classification—to provide on a non-profit basis a classification for all libraries—makes it difficult to point out that it is the intellectual property of a foundation and its copyright is secured by law. It should always be remembered that the existence of the copyright is a protection for the libraries which use it in that 1) it prevents the Dewey Decimal Classification's commercial exploitation for profit by less than scrupulous publishers, and 2) it prevents the chaos of endless diversity in the meanings of numbers. In providing this protection to libraries, the copyright also prevents the publication of classifications which purport to be the Decimal Classification, or which are in effect largely, or almost completely, like the Decimal Classification, but which incorporate unauthorized deviations. An individual library is, of course, still free to assign to a book any number it wishes regardless of the schedules of the Dewey Decimal Classification. However, on this score the words of Dr. Godfrey Dewey, the son of Melvil Dewey, editor of the 15th revised edition and president of Forest Press, are, I believe, very appropriate:

"The individual library should consider long and carefully before deciding to cut itself off from the main current of Decimal Classifica-

tion development and service, to local problems, by changing the meaning of Decimal Classification numbers."³

What then is the solution, for the school librarian, of the problem of classification? Allow me to present first some answers given by school librarians, and then summarize them and incorporate my convictions with them. Mrs. Douglas⁴ recommends the use of the abridged edition of the Decimal Classification, although (apparently without being aware that she should have warned users of her handbook) she includes in her outline some deviations, such as the use of numbers with narrower meaning than was intended by the editors of the classification and with a clearly different meaning (e. g., 179 for Thrift, 820 for both English and American literature, 822.8 for Collections of plays, and the more or less common 921 for Individual biography). Miss Gardiner and Mr. Baisden⁵ also recommend abridgment of the Decimal Classification, present one suitable for elementary school libraries, and suggest the use of the outline included in the *Children's Catalog* if a fuller abridgment is desired. They, too, employ deviations of the same kind as those recommended by Mrs. Douglas (e. g. 310 for Almanacs, 330 for Money, 778 for Motion pictures, 921 for Individual biography). If it will not be considered archeological in interest, may I cite Martha Wilson's⁶ advice in the earliest (1919) edition of her *School Library Management* that "every large school should have a copy of Dewey—Abridged Decimal Classifi-

³Dewey, Godfrey. *Integrity of Decimal Classification Numbers*. Lake Placid Club, N.Y., Forest Press, Inc., 1951. (A two-page circular)

⁴Douglas, M. P. *The Teacher-Librarian's Handbook*, 2d ed. A.L.A., 1949, p. 50-54.

⁵Gardiner, Jewel, and Baisden, L. B. *Administering Library Service in the Elementary School*. A.L.A., 1941, p. 88-89.

⁶Wilson, Martha. *School Library Management*. Wilson, 1919, p. 40-51.

cation," although recommending abridgment according to the size of the library. The last revision of the manual by Miss Currin⁷ recommends that the small library depend on the Decimal Classification numbers in the *Standard Catalog*, but that "larger libraries will use a regular classification manual" (meaning the unabridged edition of Dewey) on the grounds that "although an abridged edition is available, smaller schools often used the complete one because of the full analytical index." It goes on to suggest modifications, but shows full awareness of the pitfalls of such a course. After stating that "school libraries almost without exception use the Dewey Decimal Classification," Miss Fargo⁸ presents a variety of possible adjustments, but concludes that "for most well-organized libraries of any size Dewey's own abridgment of his classification provides as great a degree of simplification as is desirable."

It seems obvious to me that the school librarians who have undertaken to offer guidance to their colleagues in the matter of classification recommend, in the first instance, that the Decimal Classification be used. Those among them who recommend not merely abridgments but deviations, do so, I suspect, because they are unaware of the implications of such a practice. It must be admitted that deviations which an individual library might use are not as objectionable as those which are published as though they were part of the Decimal Classification. Nevertheless, the necessity for them is questionable, and as I have already pointed out they are a hindrance to the use of other libraries, public, college, and special. The solution to the problem of classification in school libraries as a whole

lies in the area of cooperation. To be specific:

1. If school libraries are going to take advantage of the economy and the quality of the classification numbers found on Wilson and Library of Congress cards, in the *Standard Catalog* series and other Wilson bibliographic publications, in the A. L. A. Booklist, and the like, they should follow the same classification practice and not deviate.
2. My advice is "Shorten but do not deviate!" The H. W. Wilson Company uses the abridged edition of the Dewey Decimal Classification, the others the full edition with limitation on length of numbers. There is no reason why school librarians could not acquire, if they do not already possess, a sufficient knowledge of the classification to indicate in a copy of the full, or of the abridged, edition which numbers they have used and at what point they have cut them. Miss Julia C. Pressey, head of the Decimal Classification Section at the Library of Congress has published some suggestions on how to shorten numbers. Annotation to indicate choice and length of number is common library practice.

To counterbalance the one-sidedness of this advice, may I suggest what it would be possible for the editors of the Dewey Decimal Classification to do, and what, with the support of the school librarians, they might be encouraged to do. First, where the classification provides several numbers for different aspects of a topic, the classification could in the regular edition show which of them should be exclusively used by the school library. Second, it might include indication of the point at which the number should be cut for use in a school library. Third, in the dubrics (headings) and the relative index, the terms known and used by the students, or in the teaching materials, could be given side-by-side with the terms found there for other reasons.

Obviously, no machinery takes the place of the knowledge of the classification and of the common rules of practice on the part of the librarian. The use of all the aids provided by the H. W. Wilson Company, the

(Continued on page 12)

⁷Same, 6th ed., revised and rewritten by Althea M. Currin, Wilson, 1939.

⁸Fargo, L. F. *The Library in the School*. A.L.A., 1947, p. 277-78.

AASL COMMITTEES

The following members in all parts of the country are making a significant contribution to the work of the American Association of School Librarians by serving on its committees which cover every facet of school library activity. The committees include seventeen standing and four special committees. AASL wants to enlist more and more active workers on these committees, to make membership participation as full and varied as possible. Please volunteer in the field of your own special interest. If by any chance you have volunteered and have not been used, it was an oversight and our loss. Do write us again. We need YOU.

AUDIO-VISUAL COMMITTEE:

To serve as an advisory committee to which matters concerning audio-visual materials in school libraries are referred; to keep informed on recent developments in the field and report to the membership; to work with other ALA and AASL committees and other groups interested in audio-visual materials. Chairman, Olive DeBruler, Joliet Township High School and Junior College, Joliet, Illinois (1955); Ira J. Peskind (1956); Mrs. Mary Peacock Douglas (1956); Margaret Roser (1956); Margaret I. Rufsvold (1956); Margaret A. Winger (1956); Ethel R. Wood (1955); C. Walter Stone (1956); Myrtle Hoverson (1957).

BUDGET COMMITTEE: To receive and examine the financial reports of the Division; to assist in preparing the yearly budget; to report on an estimate of receipts and expenditures to the AASL Board of Directors; to report at the annual meeting on the status of the Association's finances. Chairman, Myrtle Dunlap, Ln., High School, Davenport, Iowa (1957); Nancy Jane Day (1955); Mrs. Dilla W. MacBean (1956); Thelma Sloan (1957).

COMMITTEE ON COMMITTEES: To correlate the work of the various committees of the Association, and to prevent overlapping and duplication of committees. Chairman, Alice N. Fedder, University High School, University of Illinois, Urbana, Ill. (1956); Loren Allen (1955); Winifred Andrews, (1956); Mrs. June Labb Miller (1956); Beatrice Paddock (1955); Helen B. Lewis (1955); Mary Lee Keath (1957); Mary Love (1957).

CONSTITUTION COMMITTEE: To consider amendments to the Constitution and Bylaws of the Association and to make recommendations in accordance with provisions of the Constitution, Article VII. Chairman, H. Jean Anderson, Coordinator of School Libraries, Board of Education, 15911 Aldersyde Drive, Shaker Heights, Ohio (1957); Mrs. Ruth Evans Babcock (1957); Ruby Ethel Cundiff (1957); C. Irene Hayner (1957); Mary Lee Keath (1956); Helen Sattley (1957); Mrs. Alice F. Sturgis (1956); Agnes Krarup (1956).

1955 ELECTIONS COMMITTEE: To receive and tabulate the votes of the Association members in the annual election of officers. Chairman, Ruth Tarbox, Director, World Book & Library Service, Field Enterprises, Inc., Educational Division, Chicago, Illinois (1955); Loren Allen (1955); Myrtle Ellis (1955); Jean E. Nelson (1955).

ELEMENTARY SCHOOL LIBRARIES COMMITTEE: To publicize the need for and value of elementary school libraries, to work with state elementary school library committees; to provide information helpful in planning elementary school libraries; to act as a coordinating agency among the various agencies concerned with establishing library service in elementary schools. Chairman, Lois Fannin, Supervisor of Library Service, Long Beach Public

Schools, Long Beach, Calif. (1957); Hazelle Anderson (1955); Susan Caldwell (1956); Genevieve Fancher (1956); Mrs. Lois Pilson (1956); Crystal McNally (1956); Eleanor Simmons (1956); Marion Welken (1956); J. Elizabeth Olson (1957); Ruth Reagor (1957).

INTERNATIONAL RELATIONS COMMITTEE: To develop international cooperation and understanding among school librarians; to stimulate interest in school libraries abroad; to investigate an exchange program for school librarians; to compile a roster of school librarians in other countries; to assist in entertaining international school librarians visiting this country. Chairman, Jean Lowrie, Campus School Library, Western Michigan College of Education, Kalamazoo, Mich.; Nelle McCalla (1956); Mary Silverthorn (1956); Anna E. Cebrat (1957); Virginia Matthew (1957); Nora Beust.

MAGAZINE EVALUATION COMMITTEE: To gather data on new developments in the magazine world; to evaluate new and old magazines in terms of their usefulness in school libraries; to prepare selected lists of magazines for special purposes and to arrange for their publication. Chairman, Margaret Hayes, Graduate Library School, University of Chicago, Chicago, Ill., (1957); Mrs. Irene Davis (1956); Madeleine Mosimann (1956); Mrs. Audrey Hartley (1957); Margaret Rutherford (1957); Jennie Sue Coltharp (1957); Lucille Hatch (1957).

MEMBERSHIP COMMITTEE: To increase membership in ALA and AASL; to interest all school librarians and friends of school libraries in their national professional organization; to prepare and distribute promotional material. Chairman, Sara Jaffarian, Director of Libraries, Greensboro Public Schools, Greensboro, N. C.

(1956). For a list of members see subsection under "Membership."

NOMINATING COMMITTEE: To nominate candidates for elective offices in accordance with the Bylaws of the Association, Article III. Chairman, Sybil Baird, Indian Springs School, Helena, Alabama (1955); Elenora Alexander (1955); Bernice Wiese (1955); Gladys Lees (1955); Sarah Jones (1955).

PLANNING SCHOOL LIBRARY QUARTERS COMMITTEE: To work with other agencies to promote school libraries as a necessity for a good educational program; to provide superintendents, architects, and librarians with concrete suggestions on school library quarters and equipment. Chairman, Raymond G. Erbes, Jr., Reavis High School, Oak Lawn, Ill. (1955); Gertrude Coward (1955); Marie Gorman (1955); Virginia McJenkin (1955); M. Bernice Wiese (1955); Kathryn S. Wilkins (1955); Arline Young (1955); Ingrid O. Miller (1956); Margaret M. Ross (1957); Margaret Girdner (1957).

PROFESSIONAL RELATIONS COMMITTEE: To interpret the objectives, functions, and program of school library service to other professional groups responsible for the education and welfare of children and young people; to interpret the objectives and program of work of AASL to these groups; to seek opportunities for AASL and these other organizations to identify common interests, areas of work and problems, and to develop ways of working at them together. Chairman, Elvajean Hall, Newton Public Schools, Boston, Mass. (1956); Christine Gilbert (1956); Mary Gaver (1956); Eleanor Cole (1957); Nancy Burge (1957); Maurine Hardin (1957); Gertrude H. Wilson (1957).

PUBLICATIONS COMMITTEE: To examine manuscripts submitted

to the committee by the ALA Publishing Department and make recommendations to the Department on the advisability of publishing them; to initiate plans for new publications considered useful and desirable for school libraries. Chairman, Louise Galloway, Library School, Florida State University, Tallahassee, Fla. (1957); Lena Archuleta (1956); Mildred Krohn (1956); Jean E. Nelson (1956); Harriet Williams (1957); Alice Ruf (1957); Mary Bair (1957); Frances J. Kraft (1957).

RECRUITMENT COMMITTEE: To plan and carry out a nationwide program for recruiting for school library work. Chairman, Wilma Bennett, Covina High School, Covina, Calif. (1956); Helen Cashman (1955); Lottie Lee Lamb (1956); Geneva Travis (1956); Irene Marshall (1957); Annabelle Koonce (1957).

SCHOOL LIBRARIES EDITORIAL COMMITTEE: To keep the membership informed concerning Divisional news through the publication **OF SCHOOL LIBRARIES**; to encourage school librarians to share ideas and write articles on worth while activities undertaken in their libraries. Chairman, Norris McClellan, Coordinator of School Libraries, High Point, N. C. (1957); Leah Schueren (1956); Lillian Boula (1957); Ina Beth Cavener (1957); Jennie Beth Clark (1957); Florence Derr (1957); Naomi Hokanson (1957); Olivia Way (1957).

STATISTICS COMMITTEE: To determine ways in which school librarians use school library statistics; to evaluate existing statistical forms for school libraries; to keep AASL informed about current and major investigations that involve the collection of school library statistics; to keep a file of school library statistical forms and to make these available to school librarians. Chairman, Mary Louise Mann, Arsenal Technical

Schools, 1500 East Michigan St., Indianapolis, Ind. (1956); Reba Boomershine (1956); James Boula (1956); Sara Fenwick (1956); Louise Riedinger (1956); Dora Leavitt Hay (1956); Mildred Nickel (1956); Mary Shemorry (1957).

TECHNICAL PROCESSES COMMITTEE: To study simplification of classification and cataloging in school libraries, and to study publishers' bindings from the point of view of use in school libraries. Co-chairmen, Effie N. LaPlante, Supervisor, Cataloging Section, Division of Libraries, Board of Education, 228 N. LaSalle St., Chicago, Ill. (1957); and Carolyn Whitenack, Director, Division of Libraries and Teaching Materials, State Dept. of Public Instruction, Indianapolis, Ind. (1957); Virginia Drewry (1955); Ruth Junkin (1955); Alice Buckley (1956); Louise L. Hiller (1956); Edith I. Stokes (1956); Margaret Sue Copenhaver (1957); Margaret Louise Turk (1957); Zelma Langworthy (1957).

Special Committees

BOOK SELECTION IN DEFENSE OF LIBERTY IN SCHOOLS OF A DEMOCRACY: To consider the advisability of preparing a statement on book selection in defense of liberty in schools of a democracy; to make use of the statement prepared by the School Libraries Discussion Group at the Second Conference on Intellectual Freedom, at Whittier College, California, June 1953; to make recommendations as to what further action AASL should take in this matter. Chairman, Esther V. Burrin, Arsenal Technical High School, 1500 E. Michigan St., Indianapolis, Ind.; Mattie Ruth Moore; Eleanora C. Alexander; Jack E. Tillson.

PHILADELPHIA CONFERENCE COMMITTEE: To provide local assistance to the President of the Association in planning and arranging

for AASL participation in the annual ALA Conference in Philadelphia, July 3-9, 1955. Co-chairmen, Dorothy P. Nassau, Supervisor of School Libraries, Philadelphia Public Schools; Mrs. Lillian Lewis Batchelor, Assistant Supervisor, Philadelphia Public Schools. Committee to be announced later.

AASL-CEP MATERIALS COMMITTEE: To work with the Citizenship Education Project of Teachers College, Columbia University, in the preparation of a bibliography of materials for use in the public schools in the teaching of citizenship. Chairman, Blanche Janeczek, High School Library, Laboratory School, University of Chicago, Ill.; Mrs. Esther B. Cavanagh; Emma Diekroeger; Mrs. Dilla W. MacBean; Mildred Nickel; Fannie Schmitt.

STANDARDS COMMITTEE: To revise the existing standards for school libraries as they appear in School Libraries for Today and Tomorrow. Co-chairmen, Ruth M. Ersted, Supervisor of School Libraries, Library Division, State Department of Education, St. Paul, Minn., and Frances Henne, Associate Professor Graduate Library School, University of Chicago, Ill. This committee is made up of the following representatives of national education associations: Department of Classroom Teachers, NEA, Mrs. Mary F. Kolender, 58 Grace Ave., Great Neck, L. I., N. Y.; Department of Elementary School Principals, NEA, Dr. Lorraine W. Addelston, Principal, Public School No. 89, Queens, New York, N. Y.; Department of Audio-Visual Instruction, NEA, A. J. Foy Cross, Director, Placement Services and Professional Education, New York University, New York City; National Association of Secondary School Principals, Robert M. Amsden, Principal, Columbia High School, Maplewood, N. J.; American Association of Colleges for Teacher

Education, Dr. Edward S. Evenden, Teachers College, Columbia University, New York City; National Science Teachers Association, NEA, Dr. Abraham Raskin, Hunter College, New York City; American Association of School Administrators, J. Harry Adams, Superintendent of Schools, Elizabeth, N. J.; National Council of Teachers of English, Henry I. Christ, Andrew Jackson High School, St. Albans, New York; American Personnel & Guidance Association, Inc., Dr. Gertrude Forrester, West Side High School, Newark, N. J.; National School Boards Association, Inc., Clifton B. Smith, 252 Pine St., Freeport, N. Y.; National Council for the Social Studies, Alice Flickinger, Laboratory School, University of Chicago, Ill.; Association for Supervision and Curriculum Development, Prof. Doris Holmes, Queens College, Flushing, N. Y.; Association for Childhood Education International, Helen A. McLaughlin, 405 State St., Albany, N. Y. Representatives from the American Association of School Librarians to be appointed.

Committee on Membership

Chairman, Sara Jaffarian, Director of Libraries, Greensboro Public Schools, 501 Asheboro St., Greensboro, N. C. (1956)

Regional Chairmen:

Region I: Elizabeth Bean, Peck Library, Norwich Free Academy, Norwich, Conn.

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Region IV: Ruby Martz, 827 E. Symmes, Rte. 4, Norman, Okla.

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- Region VI: Josephine Smith, 20 Brookline Lane, Dearborn, Mich.
- Region VII: Olga Sliper, Ballard High School, Seattle, Wash.
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- Kansas: Dorothy M. Comin, 308 N. E. Ninth St., Abilene.
- Kentucky: Mrs. Harry W. Paxton, Shelbyville High School, Shelbyville.
- Louisiana: Jane Carstens, Hamilton Training School Library, Southern Louisiana Institute, Lafayette.
- Maine: Ann Marston, Cony High School, Augusta.
- Maryland: Anna E. Fehl, Elementary School No. 243, 726 N. Howard St., Baltimore.
- Massachusetts: Katherine Trickey, Swampscott High School, Swampscott.
- Michigan: Fannie B. Foster, 1832 W. Grand Blvd., Detroit.
- Minnesota: Gladys Larson, 101 Seventh Ave., N., Hopkins.
- Mississippi: Annabelle Koonce, School Library Supervisor, State Dept. of Education, Jackson.
- Missouri: Mrs. Virgie King, Aurora.
- Montana: Elza Huffman, Senior High School, 425 Grand Ave., Billings.
- Nebraska:
- Nevada: Thelma Flavin, Montello School, Montello.
- New Hampshire: Florence D. Derr, Central High School, Manchester.
- New Jersey: Helen Heermans, George Washington Jr. High School, Ridgewood.
- New Mexico: Nancy B. Trammel, Highlands High School, 4700 E. Coal St., Albuquerque.
- New York: Eleanor Phillips, New Hartford Central School, New Hartford.
- North Carolina: Vernelle Gilliam, Bowden High School, Lincolnton Road, Salisbury.
- North Dakota: Herbert Earhart, 114 Ninth St., Fargo.
- Ohio: Ruth M. Busseer, 1500 Brown St., Dayton.
- Oklahoma: Mrs. Vera Hall, Edmond High School, Edmond.
- Oregon: Lottie Lee Lamb, Eugene High School, Eugene.
- Pennsylvania: Margaret G. Graham, High School, W. Leamy Ave., Springfield County, Delaware City.
- Rhode Island: Annise Kane, Classical High School, 124 Pond St., Providence.

(Continued on page 20)

SCHOOL LIBRARY BILL OF RIGHTS*

In the schools of our democracy, libraries are concerned with the preservation of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Libraries asserts that it is the responsibility of the school library

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the children and youth for whom they are selected.

To provide materials for children and youth that will stimulate growth in literary appreciation, in aesthetic values, in ethical standards, and in factual knowledge.

To provide a background of information which will enable children and youth, as citizens, to make wise choices.

To provide objective materials in the areas of opposing viewpoints and controversy, representing all sides of these areas, that as young citizens they may develop the practice of logical, critical thinking and evaluation.

To provide materials which are representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion, reason above prejudice, and judgment above censorship in the selection of materials of the highest quality in order to assure an objective collection appropriate for the users of the library.

To use democratic practices in the administration of all phases of school libraries as an example for children and young people.

Children's Library Needs

(Continued from page 6)

A. L. A., the Library of Congress, are all to the good, but the "spoon-fed," underqualified librarians cannot ever be provided with a classification simple enough to use which would at the same time adequately serve the students in and outside the school during their school careers and after.

The editors of the Dewey Decimal Classification find that some of the concern expressed by school libraries over lack of provision for certain topics, *e. g.*, collections of poetry, etc., rest on a lack of familiarity with, or incorrect interpretation of, the schedules. Consultation with the editors would clear away many of the misunderstandings and misgivings of the school librarians. The editors are quite ready to cooperate in the discussion and solution of problems through the columns of the official organs of the school librarians. And, they would gladly assist in the preparation of a chapter on classification problems and practices in a manual of school library practice.

The Joint Committee on Library Work as a Career, whose membership is made up of representatives from national and state library organizations, the various divisions of the American Library Association, and other interested groups, is happy to add to the recruiting literature of librarianship an introductory pamphlet, *PAGING YOUR FUTURE*, which presents briefly the possibilities of the profession to those unfamiliar both with the requirements for entry into library and its areas of service. Order from: Publishing Department, American Library Association, 50 East Huron Street, Chicago 11, Illinois. Prices: 25 copies, \$2, 50 copies, \$3, 100 copies, \$5, 500 copies, \$15, 1000 copies, \$28.

*The above School Library Bill of Rights is tentatively accepted with the understanding that it will be submitted to several educational organizations for evaluation before final adoption. See Committee Report in October 1954 School Libraries.

School Libraries in Canada, 1953-54¹

Important developments have taken place in school library work in Canada during the past year or two.

The most important event took place in Ontario where the Department of Education appointed a Supervisor of Secondary School Libraries. This appointment came as a result of five years of effort on the part of the School Libraries Standards Committee of the Ontario Library Association.

Those who are interested in the development of school libraries in Ontario can now look forward to the establishment of a summer course for school librarians, and eventually to the setting up of school library standards in the Province.

Nova Scotia has had a busy year equipping new libraries in its new high schools. More teacher-librarians who have fewer teaching hours are needed in this province.

In Prince Edward Island the Department of Education serves the schools through a central agency known as the Prince Edward Island Libraries. Grade XI classes in fourteen schools, where a new curriculum was set up in 1953, made unusually great demands for books on this central agency during the past year.

In Charlottetown, the capital of Prince Edward Island, a recently appointed Supervisor of Schools is arousing a greater interest in the use of books in the classrooms.

In Alberta, the local school authorities—School Divisions or School Districts—administer their own school libraries, with the Department of Education supervising the selection of books and regulating the keeping of library records, therefore practice varies from district to district.

During the past year the central schools in Alberta appear to have been building up their own school libraries. They seem to have been de-

pending less for books on the central distributing agency in their respective School Divisions.

In Vancouver, British Columbia, the method of ordering school library books was changed in September 1953. All school orders are now handled by the Order Department of the Vancouver Public Library instead of by the Purchasing Department of the School Board.

The Vancouver Public Library catalogues the books and equips them for use, except for the insertion of the book pocket and the date due slip. The schools pay for this service from their library grant and so far they are quite satisfied with the new arrangements.

In the Province of Newfoundland, the Public Libraries Board has been trying to increase its service to schools, and according to the Secretary-Librarian of the Board, it is probable that any expansion in public library services in the immediate future will be in that direction.

It is interesting to note that thirteen of the twenty-eight Canadian members of the AASL live and work in the Province of Quebec. Nine of these members are employed by the Protestant School Board of Greater Montreal.

During the past two years, two Book Selection Committees have been set up to help those who select books for the Protestant Schools in Quebec.

The Provincial Book Selection Committee of the Department of Education (Protestant Section) functions under the Chairmanship of the Provincial Supervisor of English. It consists of two members of the Department of Education, three trained high school librarians, a Travelling Librarian, until recently a children's librarian, and the Library Consultant of the Protestant School Board of greater Montreal.

This Committee meets monthly, checks book reviews, and reports oral-

ly on new books which have been read. It has compiled a Book List which is being used in the Protestant schools of the Province, and it is now preparing a supplement to this list.

In October 1952, the Protestant School Board of Greater Montreal appointed a librarian to assist principals and teachers to establish new school libraries and to help them care for those already established. During the school year, 1952-53, this librarian visited the sixty-five elementary schools (there are now seventy under the jurisdiction of this Board) and gave help wherever necessary.

In April 1953, it was decided that the best way to help the schools immediately with their biggest problem, which was Book Selection, was to set up a children's library where principals and teachers might go and see the better children's books, both old and new, and select specific titles for their own particular schools. This library was established and it is filling a need. The Library Consultant is there to give any help which may be required, and the response from principals and teachers has been excellent.

Assisting the Library Consultant in establishing library policies and in selecting books, is a Book Selection Committee, under the Chairmanship of an Education Officer of the School Board. The Committee consists of the Supervisor of English, a Supervising Assistant, men and women principals, and teachers. The Library Consultant acts as Secretary.

The Provincial Book Selection Committee and the Book Selection Committee of the Protestant School Board of Greater Montreal cooperate so that there is very little duplication of effort.

All in all we can be reasonably well pleased with the work which has been done recently in the school libraries of Canada, and we can look forward to further developments in the future.

The facts included in this report were obtained from educators and librarians in the various provinces. It is unfortunate that some of the provinces failed to report on their activities.

¹Submitted by Frances M. Dumaresq, Library Consultant, Protestant School Board of Greater Montreal, 3460 McTavish Street, Montreal 2, Quebec, Canada.

AUDIO-VISUAL NOTES

Of Instructional Materials and Professional Organizations

An emerging concept of especial importance to school librarians is that of the Unity of Materials, embracing as it does non-printed as well as printed materials. This concept, and its implications for added responsibilities and duties on the part of the librarian, is not so formidable as it may seem when librarians remember that, confronted with any kind of problem in life, the literate person can usually find solutions in books, magazines, brochures, pamphlets, and newsletters. So the librarian takes her own advice to her patrons and "reads a book" about how to handle audio-

visual materials in her library.

The problem then becomes one of seeking the best, most direct sources for printed materials of the how-to-do-it type dealing with any special requirements for acquiring, organizing, and utilizing audio-visual materials of all kinds. Although the librarian's own training in these functions with respect to printed materials leads logically to the performance of them with audio-visual materials, there is still a dearth of assistance provided in the tools of librarianship. Audio-visual specialists, however, have formed numerous organizations, all

very prolific in their production of printed materials of all kinds which the librarian will find helpful in evaluating her own performance in this area as well as for seeking direction for it.

The experience of school librarians in implementing the Unity of Materials concept prompts the suggestion that membership in the following professional organizations will smooth the way to achieving desired objectives. Financing the memberships in these organizations may justifiably be a responsibility of the school, since the benefits derived are largely in the nature of working tools.

Educational Film Library Association, 354 46 Street, New York 17, N. Y., produces the type of evaluative tools for the selection not only of audio-visual materials themselves but also for the equipment required to utilize them. There are two types of membership in EFLA: (1) Personal membership brings with it the EFLA BULLETIN, the official periodical of the association, the EFLA SERVICE SUPPLEMENT, and the EFLA RED BOOK OF AUDIO-VISUAL EQUIPMENT, as well as the privilege of purchasing other EFLA publications such as FILM REVIEW DIGEST at a substantial discount.

(2) Constituent membership entitles one to all these publications granted personal members, and in addition to it, voting privileges in the organization and a printed card service for educational motion pictures, carrying evaluative annotations as well as order information for them. The Constituent membership is recommended to school librarians because of the additional services available. Write to Emily S. Jones, Executive Secretary, for a more complete description of the organization's services and for information about becoming a member.

The Department of Audio-Visual Instruction of the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C., has as its official organ EDUCATIONAL SCREEN, which comes to members without cost. DAVI numbers among its many publications a series of brochures, three of which are now available, with additional titles in preparation. The first three brochures of the series were reissued in the May, 1954, issue of SCHOOL LIBRARIES. Membership in DAVI also entitles one to discounts on its books and other publications. Information about DAVI services and membership may be obtained from its headquarters office cited above.

Space does not permit here the listing of all sources for free aids obtainable from endowed organizations, but one of them should be mentioned briefly. The Film Council of America, 600 Davis Street, Evanston, Illinois, publishes RUSHES biweekly. Librarians may obtain this useful, though miniature, publication by writing to FCA and requesting that their names be added to the mailing list. FCA is a non-profit educational corporation organized to promote the production, distribution, and utilization of audio-visual materials.

A newcomer in the field of audio-visual professional organizations is the Audio-Visual Round Table of American Library Association. The Round Table met for the first time at the ALA Conference in Minneapolis. The chairman of the group is Muriel C. Javelin, Boston Public Library, and any requests about membership in this division of ALA may be addressed to her. For a statement of the purposes of this organization, see the May, 1954, issue of SCHOOL LIBRARIES, page six. The Round Table is open to all ALA members regardless of their divisional affiliation within the Association.

Code of Ethics
of
The Kansas Association of
School Librarians

PREAMBLE

The library as an institution exists for the benefit of a given constituency. The school library has as its major objective service to the students and faculty of a given school.

Those who enter the school library profession assume an obligation to maintain ethical standards in relation to the governing authority of the school in which they work, to the students and staff of the school, to members of the library profession, and to society in general.

This code is a statement of principles of ethical behavior for the professional school librarian of Kansas.

ARTICLE I.—RELATIONS OF THE SCHOOL LIBRARIAN TO THE GOVERNING BODY OF THE INSTITUTION.

Section 1. The librarian should perform his duties with the understanding that final jurisdiction over the administration of the school library is invested in the governing body or the chief administrative official of the institution.

Section 2. The librarian should keep the administration informed on professional standards and progressive action taken by the American Library Association, the Kansas State Department of Public Instruction, and other professional or official organizations.

Section 3. The school librarian must strive to attain a sympathetic understanding of the philosophy of education held by the school administration and of the basic objectives of instruction of the school.

ARTICLE II.—RELATIONS TO FACULTY MEMBERS

Section 1. It is the responsibility of the librarian to make the resources and the services of the library known to every member of the faculty and to render impartial service to all who are entitled to use the library.

Section 2. It is the librarian's obligation to treat as confidential any private information obtained concerning students through contacts with members of the faculty.

Section 3. The librarian should not interfere in any matter between teacher and pupil, except when called upon for counsel. In giving counsel, the librarian should

act in accordance with the highest ethical standards of the profession.

Section 4. The school librarian should consider that he is also a teacher and should endeavor to understand and appreciate the viewpoint of the teacher.

Section 5. As a member of the school faculty, the librarian should be willing to assume fair and reasonable responsibilities outside of the library that are expected by the administration and other members of the faculty.

ARTICLE III.—RELATIONS TO STUDENTS

Section 1. It is the responsibility of the librarian to be just and courteous in all relationships with students. Fair and impartial service to each student is the responsibility of the school librarian.

Section 2. Confidential information secured from students should not be disclosed, unless it is for the best interests of the student and the school.

Section 3. The librarian should strive to establish friendly and intelligent cooperation between the home and the school, keeping in mind the dignity of the library profession and the welfare of the students.

Section 4. The librarian should endeavor to instruct students in the proper use of the library through the best methods known to school librarians.

Section 5. The librarian should endeavor to protect all institutional property and to inculcate in library patrons a sense of their responsibility for its preservation.

Section 6. The librarian should endeavor to create a desire in the student to appreciate the best in our culture and to develop in the student an understanding of and willingness to support the basic principles of democratic living.

Section 7. The librarian should select student assistants in light of the best standards known to the library profession and should endeavor to teach each assistant to understand and respect the basic principles upon which the library profession must stand.

ARTICLE V.—RELATIONS TO THE PROFESSION

Article 1. The librarian is committed to the premise that ideas are the instruments used in determining truth and that every library has a responsibility to provide unbiased information upon problems facing us as individuals or as members of society.

Article 2. The librarian should recognize librarianship as a profession dedicated to education and must believe in, uphold, and take pride in his profession.

Article 3. The librarian must assume that his achievement of the goals of the profession depends upon active growth, par-

(Continued on page 19)



CARE BOOK PROGRAM

"It is a pleasure to have received such pretty and interesting books from CARE such as we have never seen during our lives. We enjoy reading the stories about the real trains and the boats in the rivers. These stories help us to understand more of your country. We thank you very much. . . ." are the words of thanks sent to an American school class from a group of children in the Philippines.

And from a Japanese teacher . . . "I think these CARE books must have sown good seeds in the young minds of my pupils. Boys and girls are much more important to the bearers of world peace than grown-up people, for theirs is the world to come. So I believe mutual friendship and understanding among boys and girls in the world is essential to promote world peace. And I am very glad that these books aroused among my pupils friendly feelings toward their friends in America and keen interest in affairs of your country. I

wish to water these good seeds and to help them sprout. But it will take a long time and great perseverance to let them grow up into trees."

Recently several CARE Children's book packages were distributed in a tiny Mexican village. After the packages were opened, the CARE Mission Chief could not understand why the children didn't pick up the books and examine them. Puzzled, she asked the teacher for the reason. The reply was, "These children have never seen a book before. They don't know what to do with a book but now that we have books, I will teach them."

The Philippines, Japan and Mexico are but three of the more than forty countries to which CARE children's books may be sent. Other countries include Algeria, Austria, Belgium, Bolivia, Burma, Ceylon, Chile, Ecuador, Federated Malay States, Finland, France, Western Germany, Berlin, Greece, Haiti, Indonesia, India, Italy, Okinawa, Jordan, Korea, Malta, Morocco, The Netherlands, Norway,

Pakistan, Panama, Paraguay, Peru, Portugal, Crown Colony of Singapore, Thailand, Tunisia, United Kingdom, Vietnam and Yugoslavia.

The CARE Children's Book Program is comprised of two bookshelves. Bookshelf A is designed for elementary grades and Bookshelf B for secondary students. Each shelf has five packages at \$10 each or \$50 for the entire Shelf. The price includes all shipping charges and delivery is guaranteed. Also, a special book plate is inserted in every book and a letter from CARE asking the recipient to write the donor is placed in each package.

These packages may be sent to schools, libraries or individuals the donor chooses, or he may ask CARE to select a worthy recipient.

The CARE Book Fund is another facet of CARE's book plan. The CARE Book Fund was planned and developed in cooperation with the United Nations Educational, Scientific and Cultural Organization and is approved by the Advisory Committee on Voluntary Foreign Aid of the Foreign Operations Administration.

Through books it is possible to bring up-to-date information on science, and skills—medicine, agriculture, engineering, mechanics and other fields—to people overseas in order to help them help themselves to the health and prosperity so essential to world friendship and peace.

With the support of generous Americans during the past four years, it has been possible to fill such requests as the following: the need of a professor of surgery in an Austrian school for books that would aid the training of his students in the technique of brain surgery; the oldest agricultural school in Israel which needed texts to train experts to aid the new country to resettle the refugees as they arrived from all parts of the world; the school of nursing in

Paraguay in its right to improve health conditions in their country.

A recent report of a CARE Mission Chief in the Far East said, "These peoples have discovered books. Now that they have made this discovery, they are impatient and they want books—not next month or next year—but today!"

Continuing he said, "Many of the schools in this area have no textbooks and a few books on a half-empty shelf are called a library. The students take notes on the lectures. These notes then serve as textbooks, reference book, outline—the quality being determined by the comprehension and speed of the notetaker."

The English Language Instruction package, \$10, is a specially assembled package which was designed to fill the many requests received by CARE for books to help individuals learn the English language. The package, of equal value to teachers or students, contains a comprehensive desk dictionary and instruction manuals. Several volumes of English and American literature including Shakespeare's Comedies, English and Continental Short Stories, American poems, Stevenson's *Treasure Island* and others supplement the instruction manuals.

Since 1951, 8,000 CARE Children's Book packages, containing more than 56,000 new, carefully selected books have been sent overseas. Thousands of research and reference books have been sent to universities and institutions in every part of the world. Each book helps to close the gap of the war years when research and publishing was at a standstill in many countries. Each book helps to speed the development of those countries which now realize that, through education, the people and the nation will be better fitted for their place in the world.

Through the CARE Children's

(Continued on page 19)

A CONFERENCE WITHOUT SPEECHES*

A unique Student Librarians' Conference was held at the Casey Community High School on November 13 with students from four schools participating. The conference was unique because there were no speeches. Miss Lois Folz, Casey librarian, and her assistants planned the program around the theme "The Library Promotes World Understanding." Bulletin boards and an exhibit of books from the State Library helped carry out the central idea. The Casey librarian is in charge of audio-visual materials for her school and was adept in linking her specialty with the conference theme. Another unique feature was that everyone in attendance contributed to the program and all had something to take home.

After a guided tour of the Casey High School buildings, the students gathered in the library for a game, "What's My Country?" Each student had prepared in advance a set of ten questions about a certain country. The audience tried to guess which country was being presented. The one guessing correctly won a point for his school. Rolls of colored film strips were given as prizes to the three top

(Continued from page 18)

Book Fund or the CARE Book Fund, 660 First Avenue, New York, you may join the hundreds of other American boys and girls, men and women, who have already sent their assistance and are continuing to do so.

Contributions may be sent in any amount to the above address or your local CARE office where further details on specific projects may be obtained. All contributions are acknowledged. Donors of \$10 or more will also receive a signed receipt from the institution or individual to which the books are delivered.

schools. The group then viewed a film strip showing life in modern Japan. The singing of folk songs from various lands closed the morning session.

Each of the visiting schools had brought duplicated copies of a bulletin board idea on the conference theme. These were distributed at the afternoon session. A Julian Bryan documentary film on "Family Life in Japan" was shown by Miss Folz. To close the day, the Casey student librarians had planned a series of lively games. The schools represented at the conference were Nokomis, Shelbyville, Martinsville, and Cumberland. Martinsville High School extended an invitation to the group to hold its next meeting at its library.

*Submitted by Miriam Herran, Librarian, Shelbyville High School, Shelbyville, Illinois.

Code of Ethics

(Continued from page 16)

ticipation in professional activities, and cooperation with others in the profession.

Article 4. The librarian should hold membership in local, state, and national professional organizations and should participate actively and unselfishly in their activities.

Article 5. The librarian should transact official business only with legally recognized authorities, meet contractual agreements faithfully, and follow recognized ethical practices in the teaching and library profession with regard to resignations.

Article 6. The librarian should avoid unfavorable criticism of other librarians or libraries.

Article 7. A librarian should not act as an agent, or accept commissions, royalties, or other compensation for endorsing books or other school materials in the selection or purchase of which he can exert influence.

Article 8. When consulted by patrons upon the merits of library materials sold commercially to the general public, the librarian should present unbiased information concerning the product, depending insofar as possible upon evaluations made by nationally recognized authorities in the library profession. The patron should be left to decide what product is best suited to his needs.

News Notes and Announcements

Minutes of the Board of Directors and Business meetings of the American Association of School Librarians at the ALA Annual Conference in Minneapolis, Minnesota, June 19-26, 1954, are available to all members upon request, from the AASL Headquarters office.

Reprints of Raymond G. Erbes's fine article, "Housing the School Library," which appeared first in the April 1954 issue of *THE NATION'S SCHOOLS*, are still available from the Headquarters office at 25 cents per copy.

The McKee Map of American Folklore and Legend is still available at 50 cents per single copy or three copies for one dollar from The National Conference, American Folklore for Youth, Ball State Teachers College, Muncie, Indiana. The map is 24 inches by 36, gaily colored, and carries more than one hundred of the folklore characters of the forty-eight states.

Miss Audrey Newman of Madison, Florida, was recently appointed Consultant, Instructional Materials, Florida State Department of Education.

Committee on Membership

(Continued from page 11)

South Carolina: Carrie Moore, Anderson Jr. High School, 1200 E. River, Anderson.

South Dakota:

Tennessee: Leniel Edwards, Training School Library, Middle Tennessee State College, Murfreesboro.

Texas: Deurene Morgan, Director of School Libraries, 1500 N. Depot, Victoria.

Utah: Mrs. Jennie Whitby, Junior High School, Cedar City.

Vermont: Edward Bodurtha, Brattleboro High School, Brattleboro.

AASL Participation in ASCD Meeting

The American Association of School Librarians will participate for the third consecutive year in the annual meeting of the Association for Supervision and Curriculum Development, which will be held at the Conrad Hilton Hotel in Chicago, Illinois, March 6-10, 1955. Mrs. Dilla W. MacBean, Director of Libraries, Chicago Public Schools and Vice-president of AASL, will be in charge of our portion of the program. An interesting and valuable program is being planned to continue our close cooperation with ASCD.

Virginia: Virginia Ruff, 415 Bedford Ave., Bedford.

Susan E. Fain, Dunbar High School, Lynchburg.

Washington: Vera L. McDowell, N. Kitsap High School, Poulsbo.

West Virginia: Susanna Rose, Stonewall Jackson High School, Charleston.

Wisconsin: Margaret J. Moss, Supervisor of School Libraries, Board of Education, 1601 N. Sherman Ave., Madison.

Wyoming: Rose Mary Malone, 732 S. Park Street, Casper.

Maritime Provinces: Mrs. Myra C. Vernon, Provincial Dept. of Education, Box 578, Halifax, Nova Scotia.

Ontario: Margaret Fraser, Galt Collegiate Institute, Galt.

Quebec: Frances M. Dumaresq, Protestant School Board of Greater Montreal, Fairmont School, 5217 Esplanade Ave., Montreal.

Alaska: Joanne Lind, Box 531, Seward.

Hawaii: Mrs. Aileen Perlstein, Kapalama School, 1601 School St., Honolulu.